

# Performance Measures (Indicators)

## TAB 8

Charter School Name: Snow Pond Arts Academy

Indicator and Measure	Target	Documentation to be Provided by School
<b><u>Student Academic Proficiency: State Assessments</u></b> Measure 1: Proficiency on State Assessments in reading.	After a baseline is established year 1, goals will be set for the remainder of the charter term.	Annual State Assessment
<b><u>Student Academic Proficiency: State Assessments</u></b> Measure 2: Proficiency on State Assessments in math.	After a baseline is established year 1, goals will be set for the remainder of the charter term.	Annual State Assessments
<b><u>Student Academic Growth: School Selected Assessments</u></b> Measure 1: Growth on school selected standardized test in reading.	85% of students will meet or exceed individual expected annual growth by RIT score as identified by NWEA.	NWEA
<b><u>Student Academic Growth: School Selected Assessments</u></b> Measure 2: Growth on school selected standardized test in math.	85% of students will meet or exceed individual expected annual growth by RIT score as identified by NWEA.	NWEA
<b><u>Student Academic Proficiency: School Selected Assessments:</u></b> Measure 3: Proficiency on school designed assessment program measuring Common Core ELA and Math as well as Maine learning results for science and history.	80% of students will meet all of their PLP goals	Student PLP Portfolio
<b><u>Student Academic Proficiency: School Selected Assessments</u></b> Measure 4: Proficiency on school selected standardized test in reading.	After a baseline is established year 1, goals will be set for the remainder of the charter term.	NWEA

<b><u>Student Academic Proficiency: School Selected Assessments</u></b> Measure 5: Proficiency on school selected standardized test in math.	After a baseline is established year 1, goals will be set for the remainder of the charter term.	NWEA
<b><u>Student Academic Growth: State Assessments</u></b> Measure 1: Same cohort growth on State Assessment in ELA	After baseline is established year 1, new goal set after year 1 baseline for the remainder of the charter term.	Annual State Assessment
<b><u>Student Academic Growth: State Assessments</u></b> Measure 2: Same cohort growth on State Assessment in math	After baseline is established year 1, new goal set after year 1 baseline for the remainder of the charter term.	Annual State Assessment
<b><u>Achievement Gaps</u></b> Measure 1: Gaps in proficiency and growth between major student subgroups on Maine State Assessment. READING	After a baseline is established year 1, determine difference between subgroups and non-subgroups and set goal for the remainder of the contract to decrease gap.	Annual State Assessment
<b><u>Achievement Gaps</u></b> Measure 2: Gaps in proficiency and growth between major student subgroups on Maine State Assessment. MATH	After a baseline is established year 1, determine difference between subgroups and non-subgroups and set goal for the remainder of the contract to decrease gap.	Annual State Assessment
<b><u>Achievement Gaps</u></b> Measure 3: Gaps in proficiency and growth between major student subgroups on school selected assessment. READING	After a baseline is established year 1, determine difference between subgroups and non-subgroups and set goal for the remainder of the contract to decrease gap.	NWEA
<b><u>Achievement Gaps</u></b> Measure 4: Gaps in proficiency and growth between major student subgroups on school selected assessment. MATH	After a baseline is established year 1, determine difference between subgroups and non-subgroups and set goal for the remainder of the contract to decrease gap.	NWEA
<b><u>Student Attendance</u></b> Measure 1: Average Daily Attendance Rate	Average Daily Attendance will be 95%.	Attendance records
<b><u>Student Enrollment</u></b> Measure 1: Maintaining student enrollment throughout the year.	A minimum of 90% of the students enrolled on Oct 1 of any school year will still be enrolled as of the last day of that school year.	Enrollment data
<b><u>Student Enrollment</u></b> Measure 2: Student re-enrollment from one year to the next	By the end of each school year a minimum of 90% of students enrolled on the last day of school will indicate their intent to return for the following year. To be measured annually.	Enrollment data
<b><u>Financial Performance and Sustainability</u></b> Measure 1: Budget versus actual revenue and expenditures	<ul style="list-style-type: none"> <li>● Percentage variation between budget and actual revenue and expenditures (+/- 10%)</li> <li>● Balance Sheet (Quarterly review)</li> <li>● Presence of management findings of deficiencies on an audit report, and success in correct findings (Annual external audit report for each fiscal year)</li> </ul>	Quarterly Financial reports
<b><u>Governance Board Performance &amp; Stewardship</u></b>	<ul style="list-style-type: none"> <li>● Frequency of governance board meetings to be negotiated in</li> </ul>	State and Federal IRS forms are

Measure 1: Public accountability – Transparent, responsive, and legally compliant Board operations	contract (weekly, via telephone conference line or in-person; <ul style="list-style-type: none"> <li>● Evidence of bylaws and policies in place and are regularly reviewed. (In application)</li> <li>● Meeting minutes made publicly available (e.g., internet) within timely fashion (Posted within 10 days of approval on website)</li> </ul>	regularly filed and available to the public Authorizer to conduct semi-annual interviews with Governance Board Chair and Executive Director/Head of School.
<b><u>Adequacy of Facilities Maintenance in Support of Program</u></b> Measure 1: Facility meets State standards	Executive Director/Head of School will provide an annual report to the Board of Directors related to: <ul style="list-style-type: none"> <li>● Percentage of over or under cost projection on facilities (+/- 5%)</li> <li>● Rate of room utilization</li> <li>● Daily cleaning logs</li> <li>● Maintenance requests and time completed</li> <li>● Updated 1-3-5 year plan for capital improvements</li> </ul>	Annual review of maintenance and capital improvements
<b><u>Transportation &amp; Food Service</u></b> Measure 1: Record of costs and student utilization	Executive Director/Head of School will provide an annual report to the Board of Directors related to: <ul style="list-style-type: none"> <li>● transportation costs Snow Pond Arts Academy Charter School Application / 127</li> <li>● number of students transported/frequency</li> <li>● food service costs</li> <li>● number of students served/frequency</li> <li>● free and reduced lunch data</li> </ul>	Annual review of Transportation and Food Service
<b><u>School Social and Academic Climate</u></b> Measure 1: Instances of bullying, harassment, or other abusive practices.	Initial data will indicate baseline in year 1. Measurable goals will be set to reduce instances of bullying, harassment, or other abusive practices	Annual review of data on bullying and harassment. State and federally required reporting
<b><u>School Social and Academic Climate</u></b> Measure 2: Confidential survey of parents, staff, and students.	<ul style="list-style-type: none"> <li>● School will participate in the state student climate surveys; data compared with comparison schools</li> <li>● SPAA will create and disseminate anonymous surveys to parents and staff annually</li> <li>● Goals will be set after baseline data collected and analyzed</li> </ul>	Annual review of data on school social and academic climate
<b><u>Parent and Community Engagement</u></b> Measure 1:	SPAA will host parent/student conferences twice/year and will document the related activities, conversations, and decisions accordingly. Our goal is to have 90% parental involvement in at least one parent/teacher conference per year.	<ul style="list-style-type: none"> <li>● Documentation of the ways in which parents participate as well as the amount of time they contribute.</li> <li>● Documentation of growing portfolio of corporate and community partners, aiming for added breadth (growing pool of partners) and depth (deeper engagement with partners).</li> </ul>

<b><u>Parent and Community Engagement</u></b> Measure 2:	SPAA will send, at a minimum, monthly communications to parents via e-mail and/or web-posting to advise them of school happenings and important upcoming dates and decisions.	Record of communications
<b><u>Parent and Community Engagement</u></b> Measure 3:	SPAA will document parent/guardian participation in volunteer groups and activities to gather baseline information for year 1 and set goals for improvement moving forward	Attendance record
<b><u>Parent and Community Engagement</u></b> Measure 4:	In year 1 we will identify specific events that we would like to have high parent participation in and identify a base line for involvement based on sign in sheets. In year 2 we will set goals for improvement moving forward	Parent sign in sheets